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Educational Aims and Educational Values. By Paul H. HANUS, Assistant Professor of the History and Art of Teaching, Harvard University. The Macmillan Company.

IN this book are collected articles by Professor Hanus which have appeared at various times in the *Educational Review* and in the *SCHOOL REVIEW*, and which discuss the fundamental principles of educational theory and the important problems of contemporary educational practice. This is the third of the trilogy of books appearing during the year which should be not only in the "working" library of every teacher who is interested in his profession, but which should be read by every layman who is at all interested in education and in its relation to social life and progress. The other books of the trilogy are *Educational Reforms*, by President Eliot, and *The Meaning of Education*, by Professor N. M. Butler.

These articles by Professor Hanus attracted attention at the various times of their publication and have doubtless been read by most of the readers of this journal, but they assume an entirely new and more forcible character when grouped in one book. There is a central, dominating thought which the author aptly describes as "a progressive attempt to disentangle from the contemporary educational confusion in both theory and practice our educational aims, and to examine these aims in the light of present and future needs." This central thought is never lost sight of and the first five chapters bear directly upon it as may be seen from their titles. "Educational Aims and Educational Values," is a chapter which ought to be read in connection with Herbert Spencer's famous chapter, which it resembles not only in the subject treated but also in the logical, convincing style of presentation. "A Recent Tendency in Secondary Education Examined" treats of the growing flexibility of courses of study and the introduction of electives. Here the author makes a strong plea for electives, basing his argument upon what he conceives is one of the most important duties of the teacher, viz., "of wisely using the course of study as a means of discovering the pupil and leading him to self-revelation." "Attempted Improvements in the Course of Study" is the title of the third chapter, and in this the whole range of elementary and secondary education is covered; this furnishes an excellent introduction for the fourth and fifth chapters in which the author defines the "Aim of the Modern Secondary School, and discusses the place of that school as a "Unifying Force in American Life."

These are strong, well reasoned, thoughtful chapters and constitute the strength of the book. The remaining chapters are interesting, but are overshadowed. The book is written in clear, forceful English; it is not the language of persuasion, but the language of conviction. Where it does not elicit hearty sympathy it arouses deep, earnest thought and compels clear and definite arguments in rebuttal. The winnowing has been well done, and we have a real and valuable contribution to educational literature from a man who is manifestly in touch with actual conditions in elementary, secondary, and university education. To those who are interested in the study of education and the work of training teachers this book will commend itself as a specially valuable text-book.

GEO. H. LOCKE

THE UNIVERSITY OF CHICAGO

Text-Book of Algebra for Schools and Colleges. By G. E. FISHER and I. J. SCHWATT. Philadelphia: Fisher & Schwatt, 1898.

THE text-book of Fisher and Schwatt is clearly designed to meet the needs of those who study algebra for mental discipline and to stimulate teachers to appreciate and to present to their pupils the logic involved in every process. It is a commendable effort in the line of a most hopeful reaction which is taking place against rote work in the teaching of preparatory mathematics.

The essential desideratum is to formulate the reasoning in the earlier topics in a sufficiently simple manner and to increase the frequency and rigor of the formal demonstrations in a degree suited to the mental growth and advancement of the pupils. Whether the authors have uniformly met this prime condition of excellence can only be determined by the test of class-room use. For the benefit of those who feel that too much space is given to this feature of the book, the proofs have been placed after the formulation and ample illustration of the principles, so that some or all of the demonstrations may be omitted, still retaining the usual rules and exercises for mechanical work.

Even such a use of this text would be better than to use a book containing a minimum of logic and reasoning, since some students would surely catch the spirit of the authors and be led on to appreciate algebra as a science as well as an art of computation.

The fullness of treatment, clearness of statement, and attention to